IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

# Classroom Performance Of Secondary School Teachers In Relation To Their Career Commitment And Job Satisfaction

**Dr. Ruchika**
**(Assistant Professor)**
K.L.B.D.A.V College for Girls
Palampur (H.P)

**Dr. Pushpinder Kaur**
**(Professor)**
Center for Distance and Online Education
Punjabi University Patiala

**Abstract:**

This study was designed to study the classroom performance of secondary school teachers in relation to their career commitment and job satisfaction. The sample consists of 900 secondary school teachers of three districts of H.P. Mean, median, mode, standard deviation, skewness, and kurtosis were computed from the tabulated data to examine the distribution pattern of classroom performance, career commitment, and job satisfaction. Pearson's Product Moment Correlation was used to determine the relationships between classroom performance and career commitment, as well as between classroom performance and job satisfaction.The results depicted that the correlation coefficient value between Classroom performance and career commitment is computed to be 0.047 which is less than the critical value. This value is found to be not significant at a 0.05 level of significance. It reveals that there is no significant association between classroom performance and the career commitment of secondary school teachers. Results also shows that the correlation coefficient value between Classroom performance and its dimensions and job satisfaction is computed to be 0.157 which is greater than the critical value. This value is found to be significant at a 0.01 level of significance. It reveals that there is a positive and significant correlation between classroom performance and the job satisfaction of secondary school teachers

Keywords: Classroom Performance, Secondary School Teachers, Career commitment, Job satisfaction.

# INTRODUCTION:

### Classroom Performance

The role of a teacher is one of the most respected and influential in society. Teachers serve as role models whose behavior and values are often consciously or unconsciously followed by learners. Within any education system, school teachers function as its central support, as they contribute directly to shaping the intellectual and moral foundation of a nation. Educators develop distinctive performance styles that influence how they perceive, interpret, and interact with the world, both cognitively and perceptually. As a result, individuals tend to act in ways that best utilize their abilities and strengths. A school teacher's positive attitude toward teaching and higher professional aspirations significantly influence their perceptions and effectiveness in the classroom. It is widely acknowledged that teachers' instructional performance plays a vital role in students' learning outcomes and academic success. Performance is closely linked to an individual's internal motivation and the working conditions in which they operate. Teaching performance reflects a teacher's commitment to their responsibilities, making it essential for educators to carry out their duties with dedication, sincerity, and wholehearted involvement.

### CAREER COMMITMENT

Blau (Blau, 1985) defines career commitment as an existent's station towards their chosen profession or vocation. Carson and Bedeian (1994) relate to career commitment as one's provocation to work in a chosen vocation. Career commitment involves the development of particular career pretensions and an identification with and involvement in those pretensions. Noodin (2009) explored the professionalisation and career commitment in instructors emphasising the need for assessment of teacher career commitment as it will advance to future strategies and planning in the class in future. The effect of career commitment in training affects both instructors and their scholars as stressed in former literature (OECD, 2005). The most apparent effect could be in the position of education entered by future generations. Primary academe instructors play a vital part in educating immature people. As part models their perception on teacher professionalization and inversely of training as a career will really give vital information concerning their chosen career and reflect in their commitment to that career. Further disquisition and comprehensive information is essential to applicable agencies and authorities to enable applicable plans, strategies and programs to be established to upgrade training profession and to encourage further commitment to training within the profession.

### JOB SATISFACTION

Job satisfaction of school teachers has been considered as an important factor for the each-round enhancement of the educational system. Satisfaction is a cerebral miracle and its conception is largely private in nature. Job satisfaction means how content an existent is with his or her job, in other words, whether they like the job or not. It's the favorableness or unfavourableness with which the hand views his work. It expresses the quantum of agreement between one's anticipation of the job and the prices the job provides. Job satisfaction is part of life satisfaction and nature of provocation influences life's satisfaction. Hence, job satisfaction may be the result of colorful attributes held by an hand. In a narrow sense, these stations are related to job under condition with similar specific factors similar as stipend, conditions of work, social relation on the job, prompt agreement of grievances and fair treatment by employer.

Preceptors with high position of job satisfaction are generally tone-motivated in their work and can perform better in the tutoring literacy process. Also, preceptors with low position of satisfaction may not perform well in their jobs. For illustration, when preceptors are satisfied with their jobs, they educate their scholars more effectively and also insure class performance of scholars more productively. Also, when

preceptors aren't satisfied with their jobs this leads to pressure and stress and hence, they cannot perform well in the class. Therefore, displeased preceptors are a cause of concern since this leads to ineffective tutoring which affects the educational quality of the scholars.

## OBJECTIVES OF THE STUDY

1. To study classroom performance, career commitment and job satisfaction among secondary school teachers.
2. To study classroom performance among secondary school teachers in relation to career commitment and job satisfaction

## HYPOTHSIS

1. There will be no significant relationship between classroom performance and career commitment among secondary school teachers.
2. There will be no significant relationship between classroom performance and job satisfaction among secondary school teachers

## METHODOLOGY

In the light of objectives, data was collected and recorded in tabular from for analysis. Data analysis was done by using the SPSS Statistical package 16 programme.

1. Mean, median, mode, standard deviation, skewness and kurtosis were calculated from tabulated data to ascertain the nature of score distribution of variables namely classroom performance, career commitment and job satisfaction.
2. Coefficient of correlation was computed using Pearson's Product Moment method to observe the relationship between classroom performance and career commitment, classroom performance and job satisfaction.

### Tools

**1.** Teachers classroom performance

(a) Self-evaluation teacher performance scale by S. Pandya (1996) was adapted and modified according to the current situation by the researcher herself.

**2.** Career commitment scale by Mallick and Sharma (2015).

**3.** Teacher's job satisfaction scale by Madan and Malik (2019).

## FINDING OF THE STUDY

### SECTION I: DESCRIPTIVE ANALYSIS

This section is devoted to reveal the nature of score distribution of secondary school teachers. It include descriptive statistics on the classroom performance, career commitment and job satisfaction score of secondary school teachers. In order to test the normality of distribution of the score, the value of mean, median, standard deviation, skewness, kurtosis were worked out relating to the variables of classroom performance, career commitment and job satisfaction.

### 1.1 Classroom Performance among Secondary School Teachers

To understand the score distribution of classroom performance among secondary school teachers, the frequency distribution with descriptive statistics has been tabulated in table 1.1 as follows:

**Table 1.1**

**Frequency Distribution of Classroom Performance among Secondary School Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 199-207 | 24 | 2.7 | 100.0 |
| 190-198 | 114 | 12.7 | 97.3 |
| 181-189 | 175 | 19.4 | 84.7 |
| 172-180 | 97 | 10.8 | 64.2 |
| 163-171 | 133 | 14.8 | 54.5 |
| 154-162 | 207 | 23.0 | 39.7 |
| 145-153 | 128 | 14.2 | 16.4 |
| 136-144 | 12 | 1.3 | 2.4 |
| 127-135 | - | - | - |
| 118-126 | 10 | 1.1 | 1.1 |
| **Mean=169.02** | **Mode=150.0** | **Median=166.0** | **S.D=16.14** |
| **Kurtosis= -0.377** | **Skewness= -0.10** | **Max.=202** | **Min= 118** |

The perusal of table 1.1 shows that 357 out of 900 i.e. 39.66% of secondary school teachers have classroom performance scores below mean interval (163-171) and 45% teachers (410 out of 900) have classroom performance score above mean interval (163-171). The rest of secondary school teachers i.e. 14.77% (133 out of 900) have classroom performance scores in the mean interval (163-171). Therefore, it can concluded that almost 60% secondary school teachers score higher side of the scale here by it can be said majority of secondary school teachers have high classroom performance.

Further, it may be seen from table 1.1 that mean value for classroom performance scores of secondary school teachers came out to be 169.02 along with median 166.0, mode 150.0 and standard deviation 16.14. The distribution is negatively skewed with -0.10 value of skewness as value of mean is greater than median. The value of kurtosis -0.377 indicates that frequency distribution is platykurtic in nature. Figure 1.1 also clearly shows distribution of classroom performance among secondary school teachers.

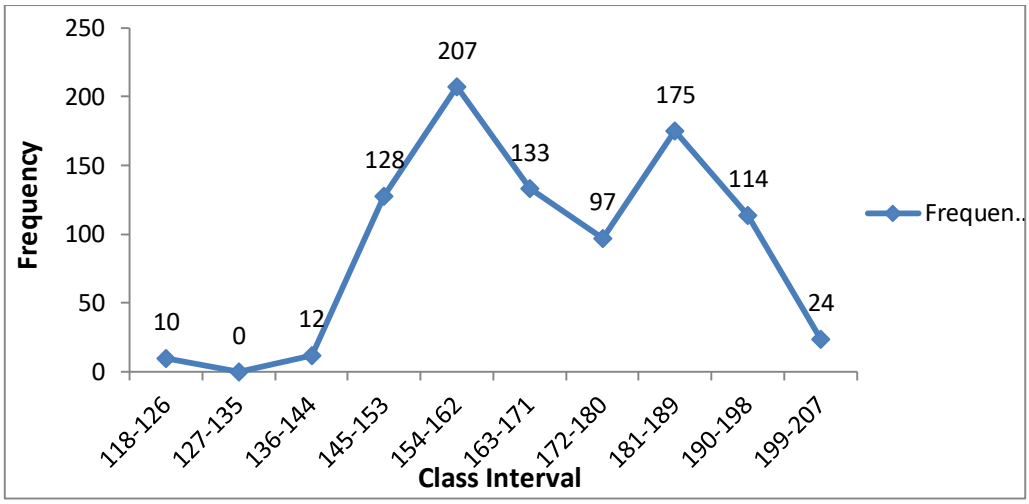


**Figure 1.1: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

According to the research tool used to measure the classroom performance of secondary school teachers encircles seven dimensions namely teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and evaluation. The score distributions of seven dimensions along with mean, median, mode and standard deviation have been given are hereunder.

**(i) Teacher mastery over subject matter Dimension among secondary school Teachers**

To know the score distribution of teacher mastery over subject matter dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.2 as follows:

**Table 1.2**

**Frequency Distribution of Teacher mastery over subject matter among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 41-45 | 129 | 14.3 | 100.0 |
| 36-40 | 245 | 27.2 | 84.7 |
| 31-35 | 419 | 46.5 | 58.4 |
| 26-30 | 78 | 8.7 | 11.9 |
| 21-25 | 19 | 2.1 | 3.2 |
| 15-20 | - | - | - |
| 11-15 | 10 | 1.1 | 1.1 |
| **Mean=34.16** | **Mode=33.0** | **Median=34.0** | **S.D=4.83** |
| **Kurtosis= 2.92** | **Skewness= -0.99** | **Max.=44** | **Min= 11** |

It may be seen from table 1.2 that 107 out of 900 i.e. 11.88% of secondary school teachers scores on teacher mastery over subject matter below mean interval (31-35) whereas 41.55% (374 out of 900) of them have teacher mastery over subject matter scores above mean interval (31-35). The rest of 46.55% (419 out of 900) of secondary school teachers have teacher mastery over subject matter score in the interval (31-35). Therefore, it is interpreted from above data that no doubt that majority of teacher (793) having mastery over subject matter.

Further table 1.2 reveals that mean, median, mode and standard deviation on teacher mastery over subject matter for secondary school teachers came out to be 34.16, 34.00, 33.00 and 4.83 respectively. The frequency distribution curve of teacher mastery over subject matter scores shows that the distribution is negatively skewed (-0.99) and is leptokurtic (Kurtosis= 2.92) by nature (Figure 1.2).

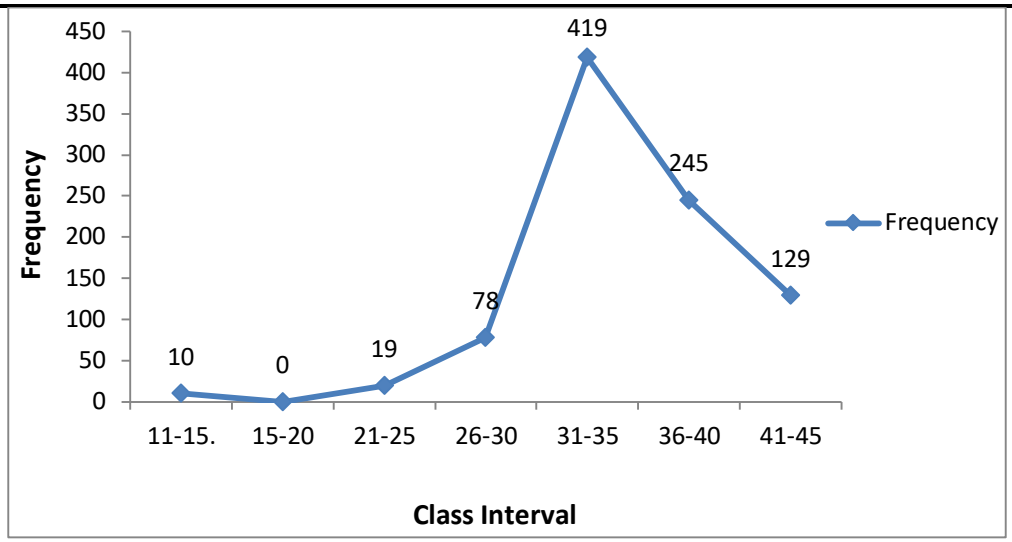


**Figure 1.2: Frequency Curve of Classroom Performance among Secondary School Teachers (900**

**(ii) Teacher Characteristics Dimension among secondary school Teachers**

To know the score distribution of teacher characteristics dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.3 as follows:

**Table 1.3**

**Frequency Distribution of Teacher Characteristics among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 68-72 | 53 | 4.9 | 100.0 |
| 63-67 | 240 | 26.7 | 94.1 |
| 58-62 | 158 | 17.6 | 67.4 |
| 53-57 | 198 | 22.0 | 49.9 |
| 48-52 | 222 | 24.7 | 27.9 |
| 43-47 | 11 | 1.2 | 3.2 |
| 38-42 | 18 | 2.0 | 2.0 |
| **Mean=56.73** | **Mode=48** | **Median=57.00** | **S.D=6.86** |
| **Kurtosis= -1.04** | **Skewness= -0.11** | **Max.=68** | **Min= 38** |

It may be seen from table 1.3 that 251 out of 900 i.e. 27.88% of secondary school teachers scores on teacher characteristics below mean interval (53-57) whereas 50.11% (451 out of 900) of them have teacher characteristics scores above mean interval (53-57). The rest of 22% (198 out of 900) of secondary school teachers have teacher characteristics score in the interval (53-57). Therefore, it is interpreted from above data that majority of teacher (649) having high characteristics.

Further table 1.3 reveals that mean, median, mode and standard deviation on teacher characteristics for secondary school teachers came out to be 56.73, 57.0, 48.00 and 6.86 respectively. The frequency distribution curve of teacher characteristics scores shows that the distribution is negatively skewed (-0.11) and is Platykurtic (Kurtosis= -1.04) by nature (Figure 1.3).

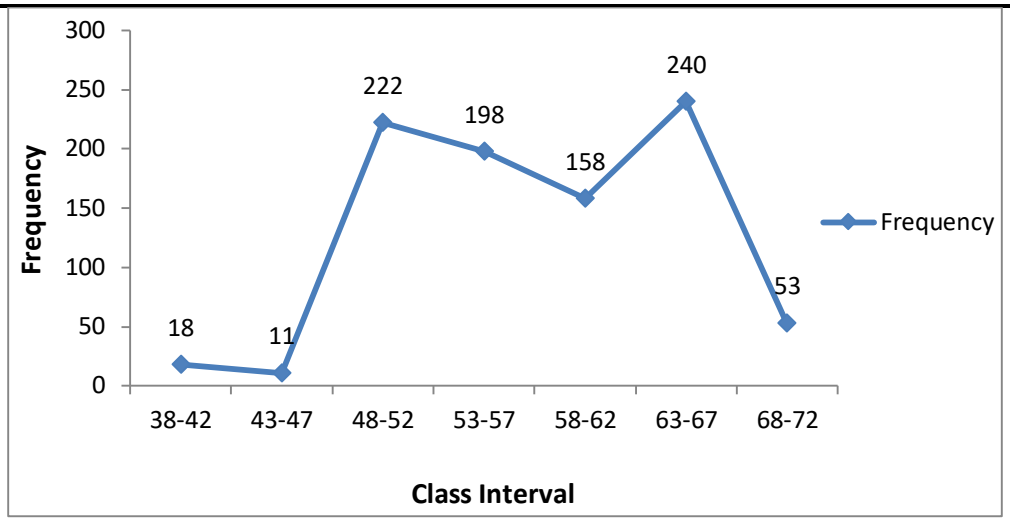


**Figure 1.3: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

**(iii) Teacher Mastery over New Technology in Education Dimension among secondary school Teachers**

To know the score distribution of teacher mastery over new technology in education dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.4 as follows:

**Table 1.4**

**Frequency Distribution of Teacher Mastery over New Technology in Education among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 20-21 | 24 | 3.8 | 100.0 |
| 18-19 | 73 | 8.1 | 96.2 |
| 16-17 | 201 | 22.3 | 88.1 |
| 14-15 | 380 | 42.2 | 64.8 |
| 12-13 | 194 | 21.6 | 23.6 |
| 10-11 | 18 | 2.0 | 2.0 |
| **Mean=14.02** | **Mode=14.0** | **Median=14.0** | **S.D=1.98** |
| **Kurtosis= 0.236** | **Skewness= 0.469** | **Max.=20** | **Min= 10** |

The perusal of table 1.4 shows that 212 out of 900 i.e. 23.55% of secondary school teacher mastery over new technology in education score below mean interval (14-15) and 34.22% teachers (308 out of 900) have, teacher mastery over new technology in education score above mean interval (14-15) The rest of secondary school i.e., 42.22% (380 out of 900) have teacher mastery over new technology in education scores in the mean interval (14-15). It may be concluded that the sample of teachers under study possesses an above average level of teacher mastery over subject new technology.

It may be seen from table 1.4 that mean score for teacher mastery over new technology in education score of secondary school teachers came out to be 14.02 along with median 14.0, mode 14.0 and standard deviation is 1.98. The distribution is positively skewed with 0.469 value of skewness as value of mean is greater than median. The value of kurtosis 0.236 is less than 0.263, indicates that frequency distribution is leptokurtic in nature and is shown in figure 1.4 which indicates distribution of teacher mastery over new technology in education scores among secondary school teachers.

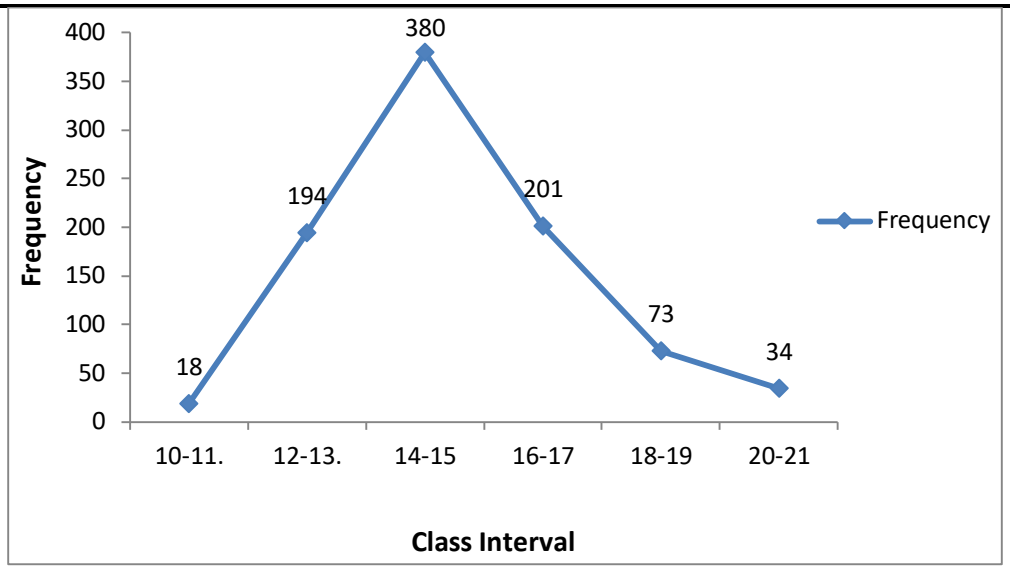


**Figure 1.4: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

**(iv) Teacher Communication Skill Dimension among secondary school Teachers**

To know the score distribution of teacher communication skill dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.5 as follows:

**Table 1.5**

**Frequency Distribution of Teacher Communication Skill among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 24-26 | 138 | 14.3 | 100.0 |
| 21-23 | 245 | 27.2 | 84.7 |
| 18-20 | 400 | 44.5 | 57.4 |
| 15-17 | 91 | 10.1 | 13.0 |
| 12-14 | 26 | 2.9 | 2.9 |
| **Mean=19.22** | **Mode=18.0** | **Median=19.0** | **S.D=2.74** |
| **Kurtosis= -0.576** | **Skewness= -0.049** | **Max.=24** | **Min= 12** |

The table 1.5 exhibited that 117 out of 900 i.e. 13% of secondary school teachers who communication skill scores below mean interval (18-20) and 42.55% teachers (383 out of 900) communication skill score above mean interval (18-20). Remaining share of 44.54% secondary school teacher (400 out of 900) has communication skill scores in the mean interval (20-24). It may be concluded that the sample of teachers under study possesses an above average level of teacher mastery over communication skill.

It may be seen from table 1.5 that mean communication skill score for came out to be 19.22 along with median 19.0, mode 18.0 and standard deviation 2.74. The distribution is negatively skewed with-0.049 value of skewness as value of mean is less than median. The value of kurtosis -0.576 indicates that frequency distribution is platykurtic in nature. Figure 1.5 also shows that frequency distribution of communication skill scores among secondary school teachers.

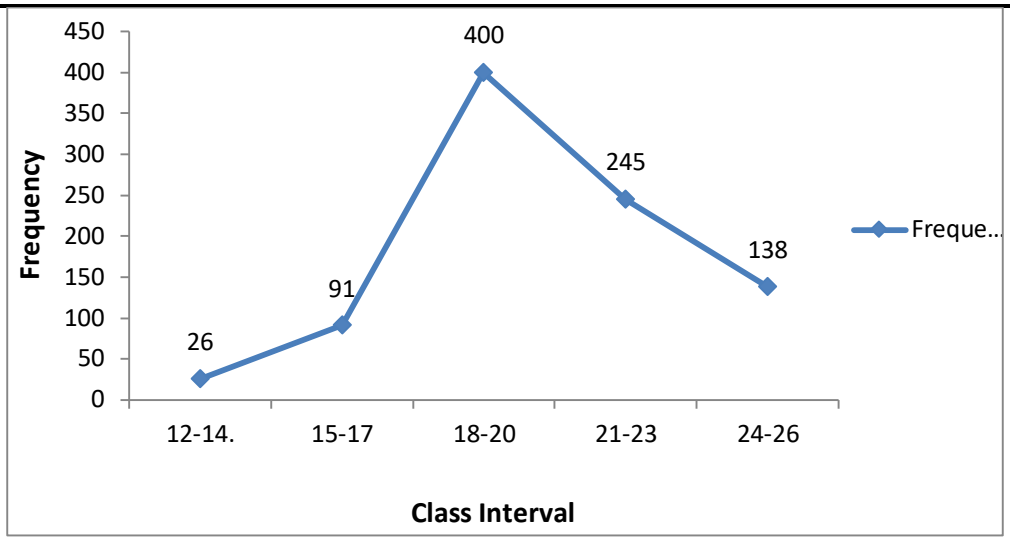


**Figure 1.5: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

**(v) Teacher Planning and Preparation Dimension among secondary school Teachers**

To know the score distribution of teacher planning and preparation dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.6 as follows:

**Table 1.6**

**Frequency Distribution of Teacher Planning and Preparation among secondary among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 20-21 | 102 | 11.3 | 100.0 |
| 18-19 | 186 | 20.6 | 88.7 |
| 16-17 | 317 | 34.2 | 68.0 |
| 14-15 | 236 | 26.2 | 32.8 |
| 12-13 | 49 | 4.5 | 6.6 |
| 10-11 | 10 | 1.1 | 1.1 |
| **Mean=16.51** | **Mode=17.0** | **Median=16.0** | **S.D=2.12** |
| **Kurtosis= -0.239** | **Skewness= -0.177** | **Max.=20** | **Min= 10** |

The table 1.6 exhibited that 295 out of 900 i.e. 32.77% of secondary school teachers who teacher planning and preparation scores below mean interval (16-17) and 32% teachers (288 out of 900) planning and preparation score above mean interval (16-17). Remaining share of 34.22% secondary school teacher (317 out of 900) has planning and preparation scores in the mean interval (16-17). It may be concluded that the sample of teachers under study possesses an above average level of teacher mastery over planning and preparation.

It may be seen from table 4.6 that mean planning and preparation score for came out to be 16.51 along with median 16.0, mode 17.0 and standard deviation 2.12. The distribution is negatively skewed with -0.177 value of skewness as value of mean is less than median. The value of kurtosis -0.239 indicates that frequency distribution is platykurtic in nature. Figure 1.6 also shows that frequency distribution of planning and preparation scores among secondary school teachers.

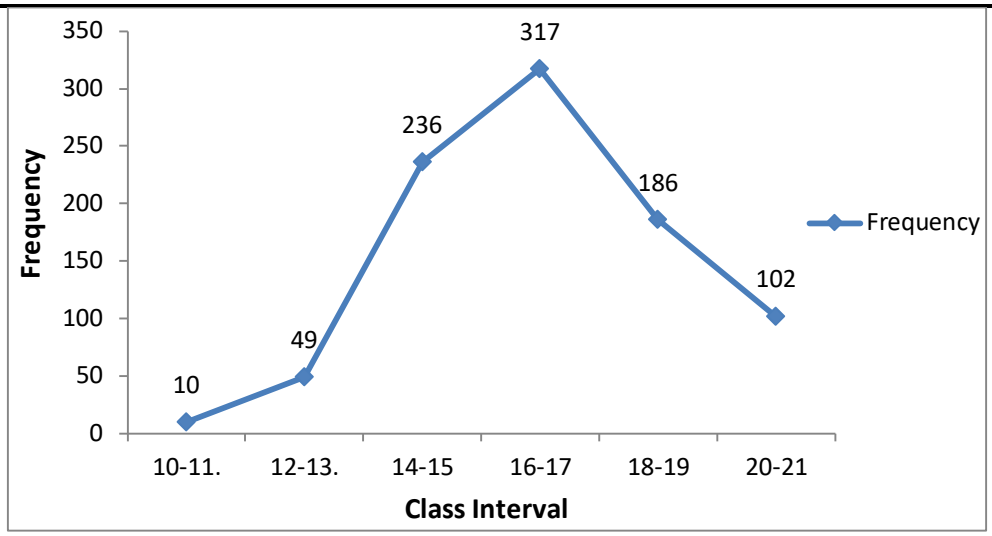


**Figure 1.6: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

**(vi) Teacher Task orientation Dimension among secondary school Teachers**

To know the score distribution of teacher task orientation dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.7 as follows:

**Table 1.7**

**Frequency Distribution of Teacher Task orientation among secondary among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 12-13 | 221 | 24.6 | 100.0 |
| 10-11 | 459 | 51.0 | 74.5 |
| 8-9 | 116 | 12.9 | 24.5 |
| 6-7 | 91 | 10.1 | 11.6 |
| 4-5 | 13 | 1.4 | 1.4 |
| **Mean=9.30** | **Mode=9.0** | **Median=9.0** | **S.D=1.77** |
| **Kurtosis= 0.638** | **Skewness= -0.638** | **Max.=12** | **Min= 4** |

The table 1.7 exhibited that 220 out of 900 i.e. 24.54% of secondary school teachers who teacher task orientation scores below mean interval (10-11) and 24.55% teachers (221 out of 900) task orientation score above mean interval (10-11). Remaining share of 51% secondary school teacher (459 out of 900) has task orientation scores in the mean interval (10-11). It may be concluded that the sample of teachers under study possesses an above average level of teacher mastery over task orientation.

It may be seen from table 1.7 that mean task orientation score for came out to be 9.30 along with median 9.0, mode 9.0 and standard deviation 1.77. The distribution is negatively skewed with-0.638 value of skewness as value of mean is less than median. The value of kurtosis 0.638 indicates that frequency distribution is platykurtic in nature. Figure 1.7 also shows that frequency distribution of task orientation scores among secondary school teachers.

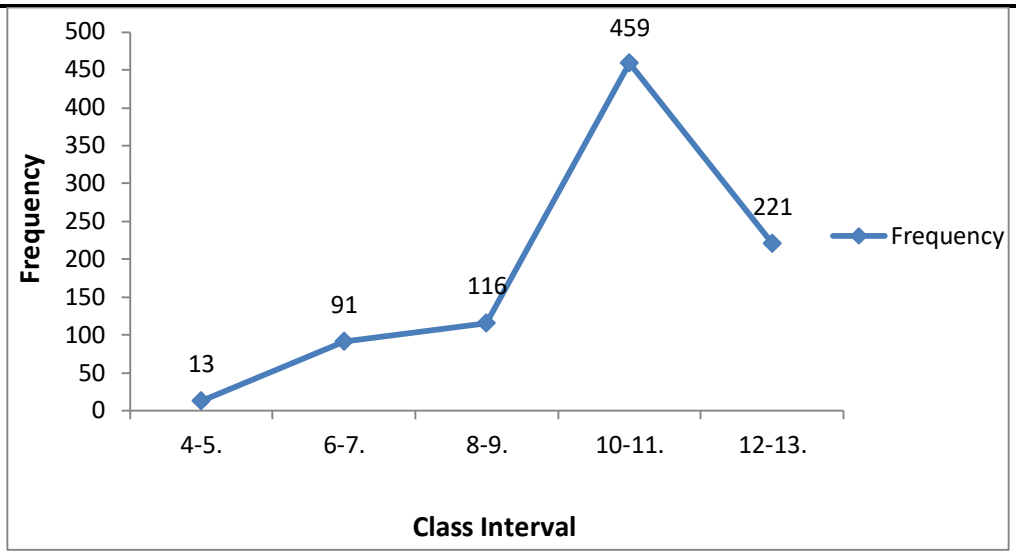


**Figure 1.7: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

**(vii) Teacher Evaluation Dimension among secondary school Teachers**

To know the score distribution of teacher evaluation dimension of classroom performance among secondary school teachers, the frequency distribution with calculate descriptive statistics has been given in table 1.8 as follows:

**Table 1.8**

**Frequency Distribution of Teacher Evaluation among secondary among secondary school Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 19-21 | 180 | 20.0 | 100.0 |
| 16-18 | 373 | 41.4 | 80.0 |
| 13-15 | 329 | 36.6 | 38.6 |
| 10-12 | 10 | 1.1 | 2.0 |
| 7-9 | 8 | 0.9 | 0.9 |
| **Mean=16.60** | **Mode=14.0** | **Median=16.0** | **S.D=2.09** |
| **Kurtosis= 2.543** | **Skewness= -0.625** | **Max.=20** | **Min= 7** |

The table 1.8 exhibited that 347 out of 900 i.e., 38.55% of secondary school teachers who teacher evaluation scores below mean interval (16-18) and 20% teachers (180 out of 900) evaluation score above mean interval (16-18). Remaining share of 41.44% secondary school teacher (373 out of 900) has evaluation scores in the mean interval (16-18). It may be concluded that the sample of teachers under study possesses an above average level of teacher mastery over evaluation.

It may be seen from table 1.8 that mean evaluation score for came out to be 16.60 along with median 16.0, mode 14.0 and standard deviation 2.09. The distribution is negatively skewed with-0.625 value of skewness as value of mean is less than median. The value of kurtosis 2.543 indicates that frequency distribution is platykurtic in nature. Figure 1.8 also shows that frequency distribution of evaluation scores among secondary school teachers.

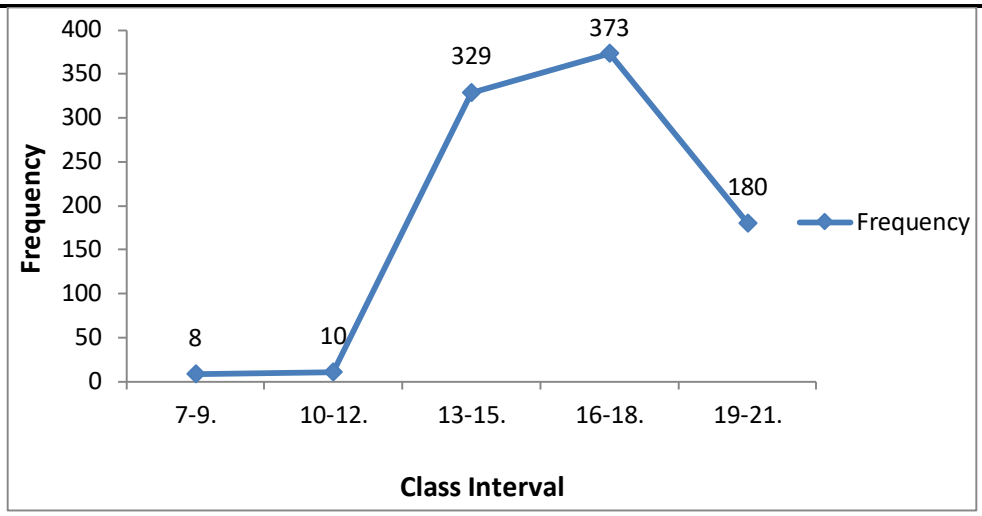


**Figure 1.8: Frequency Curve of Classroom Performance among Secondary School Teachers (900)**

### 1.1.2 Career Commitment among Secondary School Teachers

In the present study, career commitment refers to total of understanding career, career identify, career resilience, career planning and commitment towards institution scores as measured on career commitment scale on Mallick and Sharma (2015), which was used to assess career commitment among secondary school teachers. Mean, median, mode, standard deviation, skewness and kurtosis of career commitment among secondary school teachers is provided in table 1.9.

**Table 1.9**

**Frequency Distribution of Career Commitment among Secondary School Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 244-251 | 44 | 4.9 | 100.0 |
| 236-243 | 84 | 9.3 | 94.1 |
| 228-235 | 115 | 12.8 | 84.8 |
| 220-227 | 154 | 17.1 | 73.0 |
| 212-219 | 98 | 10.9 | 54.9 |
| 204-211 | 171 | 19.0 | 44.0 |
| 196-203 | 154 | 17.1 | 26.0 |
| 188-195 | 16 | 1.8 | 8.9 |
| 180-187 | 33 | 3.7 | 7.1 |
| 172-179 | 31 | 3.4 | 3.4 |
| **Mean=214.59** | **Mode=200.0** | **Median=214.21** | **S.D=17.55** |
| **Kurtosis= -0.516** | **Skewness= -0.128** | **Max.=250** | **Min= 172** |

The perusal of table 1.9 shows that 416 out of 900 i.e. 45% of secondary school teachers have career commitment scores below mean interval (212-219) and 44.11% teachers (397 out of 900) have career commitment score above mean interval (212-219). The rest of secondary school teachers i.e. 10% (98 out of 900) have career commitment score in the mean interval (212-219). Therefore, it can concluded that more than 50% secondary school teachers score higher side of the scale here by it can be said all that secondary school teacher were moderately committed towards their career.

Further, it may be seen from table 1.9 that mean value for career commitment scores of secondary school teacher came out to be 214.59 along with median 214.21, mode 200 and standard deviation 17.54. The distribution is negatively skewed with -0.128. The value of kurtosis -0.516, indicates that frequency distribution is platykurtic in nature. Figure 1.9 also clearly shows distribution of career commitment among secondary school teachers.

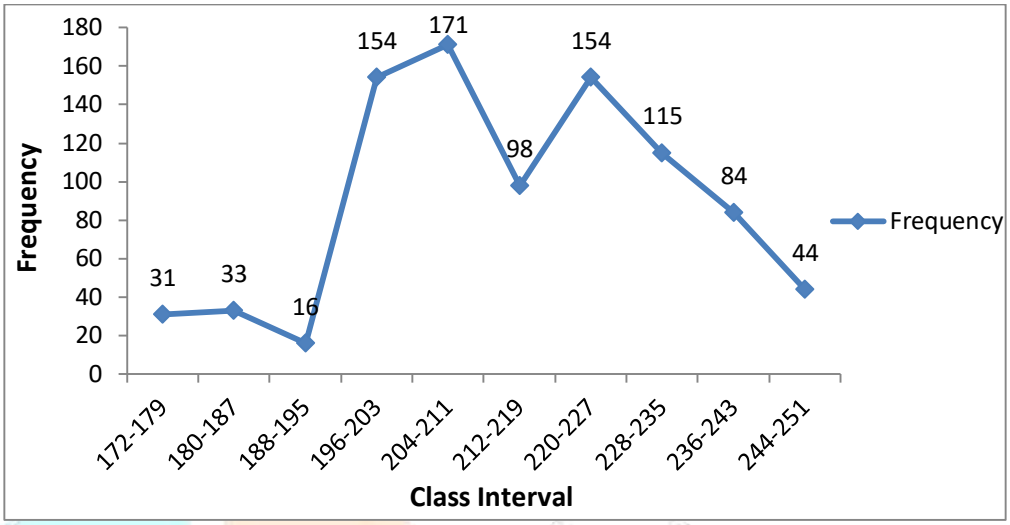


**Figure 1.9: Frequency Curve of Career commitment among secondary school teachers (900)**

### 1.1.3 Job Satisfaction among Secondary School Teachers

Job satisfaction among secondary school teachers measured by job satisfaction scale by Madan and Malik (2019). The frequency of job satisfaction scores along with mean, median, mode, standard deviation, skewness and kurtosis is provided in the table 1.10.

**Table 1.10**

**Frequency Distribution of Job Satisfactions among Secondary School Teachers (N=900)**

| Class Interval | Frequency | Percentage (%) | Cumulative Percentage Frequency |
|---|---|---|---|
| 155-163 | 8 | 0.9 | 100 |
| 146-154 | - | - | - |
| 137-145 | - | - | - |
| 128-136 | 65 | 6.1 | 99.1 |
| 119-127 | 179 | 19.6 | 93 |
| 110-118 | 318 | 32.2 | 73.4 |
| 101-109 | 174 | 22.1 | 41.2 |
| 92-100 | 116 | 13.9 | 19.1 |
| 83-91 | 28 | 3.9 | 4.2 |
| 74-82 | 12 | 1.3 | 1.3 |
| **Mean=110** | **Mode=112** | **Median=111.01** | **S.D=12.01** |
| **Kurtosis= 2.305** | **Skewness= 0.222** | **Max.=162** | **Min= 74** |

The perusal of table 1.10 shows that 330 out of 900 i.e. 36.66% of secondary school teachers have job satisfactions scores below mean interval (110-118) and 28% teachers (252 out of 900) have job satisfactions score above mean interval (110-118). The rest of secondary school teachers i.e. 34.33% (318 out of 900) have

job satisfactions score in the mean interval (110-118). Therefore, it can concluded that more than 60% secondary school teachers score higher side of the scale here by it can be said all that secondary school teacher were highly satisfied with their job.

Further, it may be seen from table 1.10 that mean value for job satisfactions scores of secondary school teacher came out to be 110 along with median 111, mode 112 and standard deviation 12.01. The distribution is positively skewed with 0.222. The value of kurtosis 2.305, indicates that frequency distribution is platykurtic in nature. Figure 1.10 also clearly shows distribution of job satisfactions among secondary school teachers.

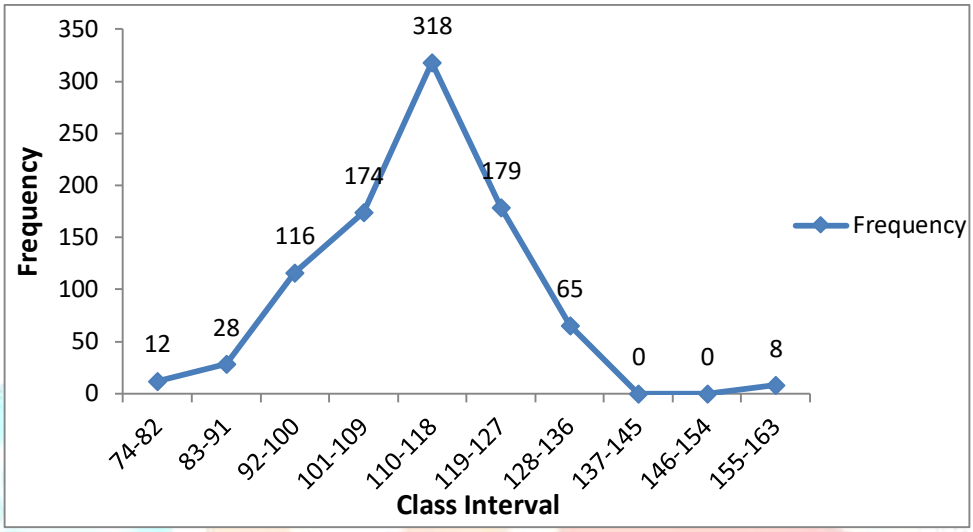


**Figure 1.10: Frequency Curve of Job Satisfactions among Secondary School Teachers (900)**

## 1.2 SECTION II: CORRELATIONAL ANALYSIS

This section is addressed to find out the correlation of classroom performance of secondary school teachers with their career commitment, emotional intelligence and job satisfaction**.**

### CORRELATIONAL ANALYSIS

After studying classroom performance and its dimensions among secondary school teachers on the basis of their gender and teaching subject, the next stride was to explore the relationship between considered variables in the study. In order to study the relationship among variables the correlation analysis of classroom performance and its dimensions namely; teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and evaluation with career commitment and job satisfaction among secondary school teachers was carried out. In addition to that, for better understanding of relationship between considered variables and dimensions wise correlation of coefficient was computed, tabulated an interpreted as below:

### 1.2.1 Relationship of classroom performance and its Dimensions with career commitment among Secondary School Teachers

To understand the relationship of total classroom performance and its dimension namely; teacher mastery over subject matter, teacher characteristics teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and evaluation with career commitment among secondary school teachers Pearson Product Moment correlation has been calculated and tabulated in table 1.11 hereunder.

**Table 1.11**

**Correlation of Classroom performance and its Dimensions with Career commitment among secondary school Teachers**

| Variable / Dimensions of Classroom Performance | Career Commitment |
|---|---|
| **Classroom Performance** | **0.047** |
| **Teacher mastery over subject matter** | -0.026 |
| **Teacher characteristics** | 0.13** |
| **Teacher mastery over new technology in education** | 0.05 |
| **Communication skill** | 0.004 |
| **Planning and preparation** | 0.08* |
| **Task orientation** | -0.007 |
| **Evaluation** | 0.07* |

p*<0.05, p**<0.01

The table 1.11 infers that the correlation coefficient value between Classroom performance and career commitment is computed to be 0.047 which is less than the critical value. This value is found to be not significant at a 0.05 level of significance. It reveals that there is no significant association between classroom performance and the career commitment of secondary school teachers.

The calculated value of correlation coefficient between and teacher mastery over subject matter career commitment of secondary school teachers found is -0.02 which is not significant even at 0.05 level. It infers that there is no significant association between teacher mastery over subject matter and the career commitment of secondary school teachers. In the case of teacher characteristics and career commitment the calculated value i.e., 0.13 is higher than that of the table value reveals a significant and positive correlation between both.

It is also clear from the same table 1.11 that the calculated value of correlation coefficient is -0.05 for teacher mastery over new technology in education and career commitment which is less than the table value therefore no significant association between teacher mastery over new technology in education and career commitment. Besides the value of correlation between communication skill and career commitment was calculated to be 0.004 that is not significant at 0.05 level. This reveals that communication skill and career commitment is not significantly correlated to each other.

In the case of planning and preparation and career commitment the calculated value i.e., 0.08 is which is significant at 0.05 level of significance. It infers that there is a significant positive relationship between planning and preparation and career commitment. The calculated value of correlation coefficient between and task orientation, career commitment of secondary school teachers found is -0.007 which is not significant even at 0.05 level. It infers that there is no significant association between task orientation and the career commitment of secondary school teachers. In the case of Evaluation and career commitment the calculated value i.e., 0.07 is higher than that of the table value reveals a significant and positive correlation between both.

### 1.2.2 Relationship of classroom performance and its dimensions with Job Satisfaction among Secondary School Teachers

To understand the relationship of total classroom performance and its dimensions with job satisfaction among secondary school teachers Pearson Product Moment correlation has been calculated and tabulated in table 1.12 hereunder.

**Table 1.12**

**Correlation of Classroom performance and its dimensions with Job Satisfaction among secondary school Teachers**

| Variable / Dimensions of Classroom Performance | Emotional Intelligence |
|---|---|
| **Classroom Performance** | 0.157* |
| **Teacher mastery over subject matter** | 0.03 |
| **Teacher characteristics** | 0.018 |
| **Teacher mastery over new technology in education** | 0.089* |
| **Communication skill** | 0.006 |
| **Planning and preparation** | 0.003 |
| **Task orientation** | -0.025 |
| **Evaluation** | -0.01 |

p*<0.05

The table 1.12 infers that the correlation coefficient value between Classroom performance and its dimensions and job satisfaction is computed to be 0.157 which is greater than the critical value. This value is found to be significant at a 0.01 level of significance. It reveals that there is a positive and significant correlation between classroom performance and the job satisfaction of secondary school teachers.

The calculated value of correlation coefficient between and teacher mastery over subject matter job satisfaction of secondary school teachers found is 0.03 which is not significant even at 0.05 level. It infers that there is no significant association between teacher mastery over subject matter and the job satisfaction of secondary school teachers. In the case of teacher characteristics and job satisfaction the calculated value i.e.0.018 which is not significant at 0.05 level. It reveals that there is no significant association between teacher characteristics and the job satisfaction of secondary school teachers.

It is also clear from the same table 1.12 that the calculated value of correlation coefficient is 0.08 for teacher mastery over new technology in education and It infers that there is no significant association between teacher mastery over subject matter and the job satisfaction of secondary school teachers. Which is less than the table value therefore no significant association between teacher mastery over new technology in education and It infers that there is no significant association between teacher mastery over subject matter and the job satisfaction of secondary school teachers.. Besides the value of correlation between communication skill and job satisfaction was calculated to be 0.006 that is not significant at 0.05 level. This reveals that communication skill and job satisfaction is not significantly correlated to each other.

In the case of planning and preparation and job satisfaction the calculated value i.e., 0.003 is which is not significant at 0.05 level. It infers that there is a no significant positive relationship between planning and preparation and job satisfaction. The calculated value of correlation coefficient between and task orientation, job satisfaction of secondary school teachers found is –0.025 which is not significant even at 0.05 level. It infers that there is negative association between task orientation and the job satisfaction of secondary school teachers. In the case of Evaluation and job satisfaction the calculated value i.e., -0.01 It infers that there is negative association between evaluation and job satisfaction.

## CONCLUSIONS

On the basis of results of descriptive analysis, correlation, regression and percentage analysis, the following conclusion was drawn.

### Descriptive Statistics

- From descriptive analysis it can be concluded that classroom performance scores shows that large majority of secondary teachers score higher side of classroom performance.

  This indicates acceptable level of classroom performance among secondary teachers.
- Majority of the secondary teachers possess on average to high level of teacher mastery over subject matter, teacher characteristics, teacher mastery over new technology in education, communication skill, planning and preparation, task orientation and Evaluation.
- Further, it was found that secondary teachers possessed moderate career commitment, above average to average emotional intelligence and almost sixty percent of the target population exhibited high job satisfaction.

### Relationship between classroom performance and its Dimensions with Career Commitment and job satisfaction among secondary teachers across

- There is a no positive and significant correlation of classroom performance and its dimensions such as Teacher mastery over subject matter, teacher mastery over new technology in education, communication skill, task orientation with career commitment but positive and significant correlation as teachers' characteristics, planning and preparation and evaluation.
- There is positive and significant correlation found between classroom performance and its one dimension teacher mastery over new technology in education with job satisfaction but negative and no significant correlation as Teacher mastery over subject matter, teacher characteristics, communication skill, task orientation and evaluation

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